

# Inspection of Tiny Toes Nursery LTD (Hoddesdon)

59 Ware Road, Hoddesdon, Hertfordshire EN11 9AB

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Inspection date: 2 May 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

The leaders of the nursery do not know the process to follow if an allegation is made regarding a staff member. This compromises children's safety.

Children arrive at the nursery happy and eager to begin their day. They are greeted at the door by familiar staff who spend time exchanging information about them with parents and carers. All staff have an understanding of children's levels of development and individual needs. This ensures that children are provided with purposeful learning experiences. There are high expectations for all children. Where appropriate, staff undertake prompt referrals to specialist services and other professionals. As a result, all children, including those with special educational needs and/or disabilities, make progress from their starting points.

Children gain an understanding of their local community and the world around them. They regularly go for trips into the wider community and are exposed to new experiences. Children visit residents in local retirement homes and take part in litter picks. This teaches them about helping others and looking after the environment. Children help to care for the nursery puppy and go with him to the vet. They practise floristry with the local florist. This helps children learn about the wider world.

## What does the early years setting do well and what does it need to do better?

- Staff support children's communication skills well. They take part in a scheme to help them improve their skills even further. Staff provide words for the youngest children as they play. They extend vocabulary with toddlers and engage in conversations with older children. Staff ask children open-ended questions. However, they do not always give children time to think and respond to their questions to allow them to share their knowledge and understanding.
- Children benefit from many opportunities to be physically active and develop their core strength. They have daily access to the garden where they can practise skills such as jumping, balancing and climbing. Children take trips to a forest school area and can take part in various sports sessions throughout the week. They have good opportunities to build on their fine-motor skills. Younger children have access to dough to strengthen their hand muscles. Staff teach older children how to use scissors and encourage them to melt ice using warm water and pipets.
- Leaders are aware of the impact COVID-19 has had on children's personal, social and emotional development. They place an emphasis on children learning about their feelings. Books and play-based activities are provided that support children with understanding and managing their feelings consistently across the nursery. There are quiet spaces where children can go to whenever they need to.

Children identify their emotions in an age-appropriate way using colours. This helps them to develop empathy and understand their emotions.

- Leaders strive to promote good health and become more sustainable. For example, children grow vegetables in the garden that they then eat for lunch, and are encouraged to recycle whenever they can. Staff talk to children about a healthy lifestyle and why they should drink water and adopt good dental hygiene.
- Leaders are passionate about what they do. They know the staff and children well and are aware of any particular needs they may have. Leaders are reflective and work in partnership with the staff to implement new ideas and strategies that benefit the children. Staff have the opportunity to take on additional roles within the setting based on their areas of expertise.
- Partnerships with parents are strong. Leaders understand the importance of effective partnerships with parents and the positive impact this has on children's well-being and learning. Parents speak very highly of the nursery. They say that their children enjoy their time there and have made steady progress since starting. Parents are kept well informed of their children's experiences and progress in various ways. They are provided with resources to support their children's learning at home. For example, there is a book lending scheme that has recently been enhanced to make it more appealing to children. Leaders work closely with parents and carers when making changes, and consider their views and suggestions.

## Safeguarding

The arrangements for safeguarding are not effective.

All staff have attended training and there is a safeguarding policy in place. However, this is ineffective in relation to the process to follow in the event of an allegation about a staff member. Despite this, the staff know the procedures to follow if they have a concern about a child's well-being. They know how to report concerns to an appropriate professional. Safeguarding is discussed during supervisions and at staff meetings. Staff are aware of safeguarding issues, such as female genital mutilation and county lines. Children are well supervised in both the indoor and outdoor environment to ensure they are safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
improve knowledge of the procedures to follow in the event of an allegation been made against a staff member.	16/05/2023

**To further improve the quality of the early years provision, the provider should:**

- build on techniques used by staff when asking children questions, to enable children to have more time to think, respond and demonstrate what they know.

## Setting details

<b>Unique reference number</b>	EY376935
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10282643
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Tiny Toes Nursery Limited
<b>Registered person unique reference number</b>	RP906970
<b>Telephone number</b>	01992 450 437
<b>Date of previous inspection</b>	28 September 2017

## Information about this early years setting

Tiny Toes Nursery LTD (Hoddesdon) registered in 2005 and is situated in Hoddesdon, Hertfordshire. It employs 17 childcare practitioners. Of these, 13 hold qualifications at level 2 and above. The nursery opens Monday to Friday from 7.30am until 6.30pm, all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Barwick

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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